R E P O R T R E S U M E S

ED 003 245 56

MEASUREMENT OF LISTENING COMPREHENSION VIA TELEVISION IN ELEMENTARY SCHOOL SPANISH INSTRUCTION, REPORT NUMBER 2--RESEARCH ON THE CONTEXT OF INSTRUCTIONAL TELEVISION.

BY- ANDRADE, MANUEL AND OTHERS
STANFORD UNIV., CALIF., INST.FOR COMMUNIC. RES.

REPORT NUMBER NDEA-VIIA-354-2 PUB DATE OCT 61
DENVER PUBLIC SCHOOLS, COLO.
EDRS PRICE MF-$0.18 HC-$3.60 65P.

DESCRIPTORS- *SPANISH, *INSTRUCTIONAL TELEVISION, GRADE 5, TELEVISED INSTRUCTION, LANGUAGE INSTRUCTION, AUDIOVISUAL INSTRUCTION, *AUDIOLINGUAL METHODS, ELECTRONIC EQUIPMENT, DENVER, COLORADO, STANFORD, CALIFORNIA, DENVER STANFORD PROJECT

THE DENVER PUBLIC SCHOOLS AND STANFORD UNIVERSITY'S INSTITUTE FOR COMMUNICATION RESEARCH, IN A JOINT RESEARCH PROJECT, INVESTIGATED AN AUDIOLINGUAL METHOD TO TEACH FIRST-YEAR SPANISH TO FIFTH GRADERS. THREE PENCIL-AND-PAPER, TV-ADMINISTERED TESTS, DESIGNED TO MEASURE LISTENING COMPREHENSION SKILLS, WERE DEVELOPED DURING THE 1960-61 SCHOOL YEAR. VALIDITY, RELIABILITY, COMPREHENSIVENESS, DISCRIMINATION, AND CERTAIN OTHER PRINCIPLES SUGGESTED BY LANGUAGE EXPERTS WERE CAREFULLY CONSIDERED DURING THE DEVELOPMENT. THE LACK OF AN OUTSIDE CRITERION AGAINST WHICH TO COMPARE OBTAINED RESULTS MADE VALIDITY A PROBLEM. CAREFUL DEFINITION OF COURSE OBJECTIVES AND A DETAILED CONTENT ANALYSIS SHOWING THE EMPHASIS GIVEN EACH LANGUAGE ELEMENT DURING TV INSTRUCTION, HOWEVER, PROVIDED CONSTRUCT VALIDITY. EXTENSIVE PRETESTING AND ANALYSIS OF RESULTS OF THE ACTUAL TV ADMINISTRATIONS SHOWED THAT THE OTHER CRITERIA FOR TEST DEVELOPMENT AND USE WERE SATISFIED. TWO GENERAL TYPES OF TEST ITEMS WERE USED. THE FIRST HAD PICTURES ON EACH PUPIL'S ANSWER SHEET, AND THE PUPIL RESPONDED BY MATCHING A PICTURE TO A STATEMENT SPOKEN BY THE TELEVISION INSTRUCTOR. THE SECOND TYPE REQUIRED CHOOSING ONE OF TWO POSSIBLE ALTERNATIVES (TRUE OR FALSE, 1 OR 2) IN RESPONSE TO A STATEMENT OR STATEMENTS SPOKEN BY THE INSTRUCTOR. IN EACH TEST THE PICTURE ITEMS WERE SUBSTANTIALLY BETTER THAN THE OTHERS IN TERMS OF DISCRIMINATION, AND THE 1 OR 2 ALTERNATIVE ITEMS WERE POOREST. OTHER REPORTS IN THIS SERIES ARE ED 003 244 AND ED 003 246. (LP)

ED003245

354-2

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education
This document has been reproduced exactly as received from the person or organization originating it. Points of view or opinions stated do not necessarily represent official Office of Education position or policy.

MEASUREMENT OF LISTENING COMPREHENSION VIA TELEVISION IN ELEMENTARY SCHOOL SPANISH INSTRUCTION

• MANUEL ANDRADE
• JOHN L. HAYMAN, JR.
• JAMES T. JOHNSON, JR.

Denver Public Schools • Stanford University

RESEARCH ON THE CONTEXT OF INSTRUCTIONAL TELEVISION

The research reported herein was supported by a grant from the United States Office of Education, Department of Health, Education, and Welfare.

MEASUREMENT OF LISTENING COMPREHENSION VIA TELEVISION IN ELEMENTARY SCHOOL SPANISH INSTRUCTION

by

Manuel Andrade
John L. Hayman, Jr.
James T. Johnson, Jr.

DENVER-STANFORD PROJECT
ON THE CONTEXT OF INSTRUCTIONAL TELEVISION

* * * * * *

School District Number One
City and County of Denver
Denver, Colorado

Institute for Communication Research
Stanford University
Stanford, California

Report Number 3
October 1961

SUMMARY

The Problem

Measurement is extremely important in the Denver-Stanford project since different teaching techniques are being compared. The audio-lingual methodology employed in teaching first year Spanish to fifth graders, however, creates special difficulties in test construction. Pupils can neither read nor write in Spanish, and translation to English is strictly avoided. The presence in classrooms of teachers of widely varying language backgrounds means that television administration of any pencil-and-paper test is necessary to assure similar testing conditions.

Results

Three pencil-and-paper, TV administered tests, designed to measure listening comprehension skills, were developed during the 1960-61 school year. Validity, reliability, comprehensiveness, discrimination, and certain other principles suggested by language experts were carefully considered during the development. The lack of an outside criterion against which to compare obtained results made assuring validity a problem. Careful definition of course objectives and a detailed content analysis showing the emphasis given each language element during TV instruction, however, provided for the strongest kind of construct validity. Extensive pre-testing and analysis of results of the actual TV administrations showed that the other criteria for test development and use were satisfied.

Two general types of test items were used. The first had pictures on each pupil's answer sheet, and the pupil responded by matching a picture to a statement spoken by the television instructor. The second type required choosing one of two possible alternatives (true or false, 1 or 2) in response to a statement or statements spoken by the instructor. In each test the picture items were substantially better than the others in terms of discrimination and the "1 or 2" alternative items were poorest.

MEASUREMENT OF LISTENING COMPREHENSION VIA TELEVISION IN ELEMENTARY SCHOOL SPANISH INSTRUCTION

by

Manuel Andrade
John L. Hayman, Jr.
James T. Johnson, Jr.

The Denver Public Schools and Stanford University's Institute for Communication Research are currently engaged in a joint research project on the context of instructional television. The purpose of the project is to learn how instructional television can best fit into the total teaching situation. A substantial amount of research has established that television is a very effective teaching medium. Ways of combining it with other educational activities must now be considered, and the Denver-Stanford project is a beginning effort in this direction. Kenneth E. Oberholtzer is principal investigator for the Denver Public Schools and Wilbur Schramm is principal investigator for Stanford University. This is one of a number of project progress reports.

1. THE PROBLEM

The Denver-Stanford project was wholly concerned during the first year with the beginning level (Level I) of Spanish instruction. More than 6,000 fifth grade pupils in the Denver Public Schools served as subjects.

Level I instruction in Denver is entirely audio-lingual; pupils hear and speak Spanish but do not read or write. Almost all conversation is in the second language. English is used occasionally by the instructor to explain but never to translate. The learning situation is kept as natural as possible; formal grammar, lists of vocabulary words, and isolated language

elements out of context are shunned. This teaching methodology is based on experience gained by developers of the FLES (Foreign Languages in the Elementary School) program and is highly recommended (Andersson, Brady, et. al., 1954; Peloro, Hughes, Bowen, et. al., 1959; Brooks, 1960; Keesee, 1960).

Measurement is an unusual problem in this situation. Subjects cannot be asked to write any answers in Spanish since no writing skills have been developed. They cannot write in English since translation is avoided. They are unable to read in the second language. Furthermore, no hard and fast rules for development of language tests are available. Nelson Brooks states that "there has been no systematic synthesis, based on a careful examination of what language is and how it is learned, of a testing program that will measure success in second-language learning" (Brooks, 1960, p. 157). Finally, creating similar testing conditions for all 6,000 subjects is a challenge, since an unusual divergence in the classroom teachers' language backgrounds exists.

Circumstances, then, have dictated the development of a listening test requiring no reading, or writing, or translation; a test which can be given via television to assure uniform administration, pronunciation, visual presentation, and the like; and a test developed entirely by staff personnel without the benefit of prior experience or reported test development upon which to rely. In short, a locally developed listening comprehension test is dictated.

Is such a test suitable for measuring achievement at the beginning level of elementary school Spanish instruction? Experts in the field indicate that listening comprehension at this level is of extreme importance.

Brooks calls training in listening comprehension the first objective in language instruction and says that 50 per cent of the time in Level I should be devoted to developing listening skills (Brooks, 1960, p. 123). Huebener states that the learner's listening "with care and discrimination" is necessary to the development of good pronunciation and that both listening and pronunci-

ation skills are "absolutely essential to accurate derivation of meaning from a second language and to later development of reading and writing skills" (Huebener, 1959, pp. 11-12).

Brooks suggests several principles which should be followed in building listening comprehension tests. Specifically, he says that this type of test should:

> contain no English, no dictation, no anecdotes, and no incorrect forms. The stimulus (should be) directed exclusively to the ear. The response (should be) the choice of a picture that correctly matches what is said (Brooks, 1960, p. 161).

His more general suggestions are:

> Test vocabulary only in a context of normal speech or by pairing naturally associated words and expressions in the foreign language.
>
> Present normal problems. To associate words with each other, to complete a form, a thought, or a description, to answer a reasonable question or give a reasonable rejoinder, to identify or recall forms that satisfy both sense and syntax, to write or say what is likely to be written or said -- such things can be called normal problems.
>
> Keep the test in the foreign language. Use English only for directions.
>
> Organize the test by putting together what goes together. Use only that material which is suited to the limits and purposes of the test and to the capacities of the group being measured.
>
> Give the student ample opportunity to show what he can do by preparing a sufficient number of questions that are different from each other and of the right degree of difficulty.
>
> Maintain a pattern of difficulty. Present the material in each part of the test so that the questions gradually increase in difficulty.
>
> Test one thing at a time. The responses we ask for are often very complicated; accuracy of measurement will be directly related to our success in holding all the variables constant save one and carefully noting its performance.
>
> Acquaint the student with all the techniques before the test. Examples should precede all questions requiring techniques with which the student may not be familiar (Brooks, 1960, pp. 166-167).

Validity must also be considered. Empirical validity in this situation is impossible since there is no outside criterion against which to compare obtained results. The best alternative is construct validity, which demands such careful definition of the required learning task that a skilled teacher can determine by inspection and pupil performance if a particular test item is appropriate and if the items collectively represent the total content taught.

To summarize, measuring instruments to evaluate instruction of fifth grade students in beginning Spanish were needed. Scarcity of reported work in this area necessitated development of these instruments entirely by the local staff. The audio-lingual teaching methodology and principles of foreign language evaluation determined these requirements for the instrument:

1. It should be a test of listening comprehension which could be administered via television and scored in the project office.

2. It should correspond closely to the subject matter taught. All objectives of the language instruction should be covered. The necessity for employing construct validity meant that careful and detailed definition of these objectives was essential.

3. The test should be in Spanish, with English used only for directions.

4. No reading or writing of Spanish should be employed.

5. All test items should be in the normal context of Spanish. Isolated vocabulary and language elements out of context should not be used.

6. The test should be reliable, and test items should discriminate.

Recognition of the importance of speaking skills should be mentioned, perhaps. Measurement of oral ability, an entirely different problem from that discussed herein, is necessary for complete evaluation and is receiving considerable attention in the Denver-Stanford Project. Work in this area will be

described in a subsequent report.

2. CONSTRUCTION OF TESTS

a. Definition of Course Objectives

As mentioned before, the validity problem made the most careful and exact definition of course objectives necessary before test objectives could be established. The course objectives which were measureable through a paper-and-pencil listening comprehension test fell into two general groups: vocabulary acquisition and understanding of structure patterns.

Concerning vocabulary, Huebener says that the learning of a stock of words and expressions is essential to the proper functioning of linguistic skills (Huebener, 1959 p. 80). At the same time, experts in elementary level language instruction say that vocabulary items must not be taught in isolation nor by translation. "The learning of word lists and the pairing of two languages, item by item, must be strictly avoided. Vocabulary must be learned in context and not in lexical form" (Selvi, Briggs, et. al., 1958, p. 16).

Therefore, though translation and consideration of isolated language elements was strictly avoided in the Denver-Stanford project, pupils were expected to acquire a minimum vocabulary. This means understanding the meanings of individual words, with heavy emphasis on nouns and verbs at this level, and of clusters of words, including idioms, which convey special concepts when used together.

Determination of the specific vocabulary elements used and the emphasis given to each was necessary. For this purpose, the content of the television lessons was carefully analyzed. Each element was listed according to the lesson in which it first appeared and according to subsequent usage. Analysis of the first semester's content is shown in Appendix A.

The second general group of objectives, structure patterns, include such

items as article and adjective agreement, verb endings, and word order. As with vocabulary, elements were taught in context rather than in isolation; no grammatical rules were taught as such but were emphasized through functional usage.

Agreement is probably the structure pattern most difficult for pupils to understand, since there is no comparable concept in English. "Agreement of adjectives and articles with their nouns is based on the fact that all nouns in Spanish are classified as masculine or feminine, a classification which often has no reference to the basic meaning of the noun but is an arbitrary arrangement" (MacRae, p. 18). Adjectives and articles must agree in number as well as gender, of course. Because early understanding of the agreement concept is important, it received considerable stress in the TV lessons.

Verb endings, which depend on tense, number, and person, are easier to understand because English usage is similar to Spanish. Spanish verbs, however, have many more endings than English verbs, and are thus more difficult. The present indicative in Spanish normally has six different endings, for example, whereas it normally has only two endings in English. In the TV series, only the first and third persons, singular and plural, in the present indicative were used.

Word order, or syntax, was not heavily stressed since the simple sentences taught in the beginning year of instruction used about the same word order as would English equivalents. Some emphasis, however, was given to the facts that Spanish adjectives often follow their referents and subject pronouns are often omitted since verb endings indicate the person acting.

This statement of course objectives, in general terms and in terms of language elements actually used, guided the development and use of test items. Its thoroughness made possible the strongest construct validity in test construction.

b. Construction of the First Semester Mid-term Test

Fifty items, divided into two 25-item, 15-minute telecasts, were selected for the first semester mid-term test. The telecasts were two days apart. A two part test was chosen partly through consideration of the attention span of the average fifth grader. Also, 50 items were considered a minimum for comprehensiveness, validity, and reliability. A further reason was to gain some of the advantages of the alternate-forms method of reliability estimation. According to Guilford, the reliability coefficient will indicate both internal consistency and stability of performance when similar test parts are separated by a relatively short time (but at least one day). The split-half method alone shows only internal consistency and overestimates because of the constancy of conditions encountered in a single test period (Guilford, 1954, pp. 373-378).

The following eight types of items were incorporated into the test:

1. Single picture items. Here, the pupil had a picture on his answer sheet. The instructor gave three statements, and the pupil chose the statement which correctly described the picture.

2. Multiple picture items. This type was similar to the first except that the pupil had three pictures on the answer sheet and the instructor gave one statement. The first two types of items were meant primarily to test extent of vocabulary and some verb usage.

3. Article agreement items. The instructor gave two sentences for each item. The sentences were alike except for the article, which was incorrect in one sentence. Pupils had a "1" and a "2" on the answer sheet for each item, and they responded by circling the number for the sentence they thought correct.

4. Items testing recognition of correct response. The instructor gave a sentence which required a response and a second person responded. If th response was correct, i.e., was a suitable answer to the sentence, the pupil

circled "sí" on his answer sheet. Otherwise he circled "no." These items were designed to test understanding of simple phrases and idioms such as, "Como esta usted?" An appropriate answer would be, "Muy bien, gracias," and an inappropriate answer would be, "De nada."

5. Simple identification items. A picture was shown on television, and the instructor identified it. If the identification was correct, the pupil circled "sí;" if it was incorrect, the pupil circled "no."

6. Adjective agreement items. The instructor gave a sentence which contained an adjective, and the pupil indicated by circling "sí" or "no" whether the adjective agreed with the noun it modified.

7. Word order items. The instructor gave two sentences which contained the same Spanish words. Word order was correct in one sentence and incorrect in the other. The pupil circled a "1" or a "2" to indicate whether he thought the first or second sentence was correct.

8. Verb usage items. Again two sentences were given, and they were alike except for the verb form. Only one verb form was correct. The pupil indicated his choice by circling a "1" or a "2."

One hundred and fifty-three test items were constructed and were tested first on 200 pupils who saw the televised Spanish series but were not in the research project. The biserial correlation coefficient of each item with the total score was computed as an index of item discrimination. Fifty items were then chosen as a proposed test, with discrimination, range of difficulty, complete coverage of subject material, and frequency distribution as the selection criteria. A mean of 35 correct answers (or 70 per cent) and a standard deviation of five were sought.

The 50 item form was then tested on 100 pupils as a final check. Again biserial correlations were computed. Five items were replaced because they

failed to meet the selection criteria. The split-half reliability, with Spearman-Brown correction, of the test on this trial was .903, the average biserial correlation was + .585, and the average proportion of correct answers was .751.

The test was administered to the 6,000 pupils in the project in December, after approximately three months of instruction. The questions and test form are in Appendix B. In the actual administration, the split-half reliability with Spearman-Brown correction was .834, the average biserial correlation was + .439, and the average proportion of correct answers was .630. The standard deviation was 7.673.

In checking all reliabilities, the 50 item tests were randomly divided into two 25-item parts. The parts were equivalent, and approximately half of each was administered on separate days. The test was slightly speeded since pupils were required to respond to each item within a specified time. Gulliksen has given this formula to adjust the reliability coefficient for slight speeding:

$$R_m = R_{xx} - \frac{M_u}{\sigma^2_x}$$

where R_{xx} = the split-half reliability with Spearman-Brown correction and M_u = the mean number of items unattempted at the end of the test. If all items are completed, $R_m = R_{xx}$. The reliabilities reported here for the tests developed were therefore not affected by speeding since all items were completed (Guilford, 1954, pp. 391-392).

Table 1 gives a comparison between the final pre-test and the actual administration of biserial correlations and proportions who passed for each item.

Sections A and B of the test were given during the first 15-minute telecast and Sections C, D, E, F, and G were given the second telecast. Though the test was generally satisfactory, the need for several improvements be-

came apparent.

Items were numbered by section, as listed in Table 1. This caused some confusion since several items had the same number. The obvious solution was to number from one to fifty.

Items with "1" and "2" as a possible response also proved somewhat confusing during administration via TV, though they had seemed satisfactory in the face-to-face pre-testing.

Part two of the test had five sections, with the result that as much time was required for instructions and examples as for administration of actual items. Since strict timing was required to give 25 items in 15 minutes, greater efficiency would result if the same comprehensiveness could be attained with fewer sections.

Interviews with a few of the pupils after the test showed that they found the items with pictures more interesting, and a check on the biserial correlations revealed that this type of item discriminated better than the others. The items with pictures on the test form (Sections A and C) had an average biserial correlation of .492, whereas the other items had an average of .372. It was determined that verb usage, article agreement, adjective agreement, and word order, in addition to simple identification, could be tested with the picture-type item. Elimination of several different item types and increased discrimination seemed possible through use of more picture items.

c. Construction of the First Semester Final

The first semester final tested content from the complete semester, i.e., it included the subject matter covered in the first test plus that covered in the second part of the semester. The 24 best discriminating items from the mid-term were included, and 26 new items were constructed.

Based on the results of the first test, the number of picture items was

TABLE 1.

BISERIAL CORRELATIONS OF AND PROPORTION WHO PASSED EACH ITEM
ON THE FINAL PRE-TEST AND THE ACTUAL ADMINISTRATION -- FIRST SEMESTER MID-TERM

Item	Biserial Correlation Coefficient		Proportion Who Passed Item	
	Pre-Test	Final Form	Pre-Test	Final Form
A 1	.803	.539	.865	.535
2	.650	.349	.852	.705
3	.064	.505	.963	.790
4	.660	.559	.852	.875
5	.578	.470	.951	.740
6	.582	.334	.729	.580
7	.484	.224	.803	.790
8	.331	.331	.840	.750
9	.517	.499	.852	.670
10	.587	.526	.618	.510
11	.444	.605	.790	.760
12	.286	.381	.552	.495
13	.629	.714	.605	.650
14	.728	.745	.580	.805
15	.260	.341	.448	.460
16	.711	.692	.469	.550
B 1	.910	.054	.926	.545
2	.681	.404	.889	.450
3	.821	.223	.889	.465
4	.805	.430	.803	.495
5	.795	.571	.889	.610
6	.470	.005	.827	.730
7	.708	.413	.914	.415
8	.506	.459	.704	.820

Item	Biserial Correlation Coefficient		Proportion Who Passed Item	
	Pre-Test	Final Form	Pre-Test	Final Form
C 1	.390	.672	.840	.690
2	.371	.677	.926	.810
3	.888	.423	.877	.445
4	.431	.492	.865	.495
5	.849	.600	.790	.615
6	.773	.381	.753	.745
7	.446	.729	.840	.840
8	.839	.296	.815	.470
9	.518	.552	.630	.505
10	.716	.295	.827	.515
11	.767	.439	.753	.530
12	.528	.394	.445	.410
D 1	.739	.114	.914	.720
2	.694	.203	.840	.685
3	.396	.199	.679	.645
4	.120	.256	.556	.460
5	.762	.515	.810	.375
E 1	.992	.642	.840	.410
2	.372	.400	.692	.870
3	.482	.581	.690	.875
4	.762	.760	.810	.905
F 1	.613	.520	.655	.765
2	.291	.438	.580	.745
G 1	.449	.326	.543	.520
2	.481	.367	.605	.720
3	.545	.317	.296	.515

increased. The new items were chosen in much the same way as before. Seventy-eight items were pre-tested on 125 pupils, and 26 items were selected on the basis of discrimination, range of difficulty, coverage of subject material, and frequency distribution. Again a mean of 35 correct answers and a standard deviation of five were sought. The average pre-test biserial correlation for items selected was + .542.

This test was administered via television in two parts on the last two days of the semester. In the actual administration, the average biserial correlation was + .540, and the split-half reliability coefficient, with Spearman-Brown correction, was .899. The average proportion of correct answers was .720.

A comparison of pre-test and final administration biserial correlations and passing proportions for each item is given in Table 2. Sections A and B were administered during the first telecast, and Sections C, D, and E were administered during the second. Sections A, B, and C consisted of items with pictures on the test form, Section D consisted of type (6) items, and Section E consisted of type (5) items. The test questions and answer form are in Appendix C.

Again the picture items showed better discrimination. The average biserial correlation coefficient for picture items was + .570, while that of non-picture items was + .471.

The Pearson product moment correlation coefficient between the first semester mid-term and final examinations was .735.

d. Construction of the Second Semester Final

Only one test was given during the second semester -- a final exam during the third week in May, and it was constructed in the same way as the first semester exams.

Two hundred and thirty items were first prepared and were tried on 115

PRECEDING PAGE MISSING

pupils. Fifty items were then selected from these with the same criteria as before, and the fifty item form was tried on 100 pupils. Several items were changed as a result of the second trial. Again, the number of picture items was increased.

In the final pre-test of this exam, the average biserial correlation was .526 and the average proportion of correct answers was .698. In the actual administration of the test, the average biserial correlation was .520 and the average proportion of correct answers was .694. The split-half reliability, with Spearman-Brown correction, was .881. A comparison of biserial correlations and proportion of correct answers is given in Table 3.

Sections A, B, and C were given during the first 15-minute telecast, and Sections D, E, and F during the second telecast. Sections A, B, D, and E consisted of items with pictures on the test form. Section C consisted of type (8) items and Section F consisted of type (6) items. The test form and questions are in Appendix D.

On this test the difference between picture and non-picture items was even more dramatic than before. The average biserial correlation for picture items was .570 and that for non-picture items only .295.

Type (8) items test verb agreement by having the pupil circle a "1" or a "2" to indicate which of two sentences is correct. As noted earlier, this type of item seemed confusing, and the second semester final showed them definitely to be poor discriminators. Table 3 reveals that item 21, the first in Section C, had a - .273 biserial correlation, and item 22 had only a + .116. The section as a whole had an average of + .185. Though these items seem to work well in the face-to-face administration employed in pre-testing, they are evidently confusing and difficult to understand when administered via TV.

The Pearson product moment correlation coefficient between the first semester final and the second semester final was .756.

TABLE 3.

BISERIAL CORRELATIONS OF AND PROPORTION WHO PASSED EACH ITEM
ON THE FINAL PRE-TEST AND THE ACTUAL ADMINISTRATION -- SECOND SEMESTER FINAL

Item		Biserial Correlation Coefficient		Proportion Who Passed Item	
		Pre-Test	Final Form	Pre-Test	Final Form
A	1	.371	.732	.887	.867
	2	.593	.432	.794	.747
	3	.350	.508	.557	.707
	4	.564	.312	.309	.480
	5	.719	.580	.798	.647
	6	.612	.801	.484	.633
	7	.614	.742	.876	.900
B	8	.620	.674	.825	.747
	9	.431	.721	.649	.780
	10	.679	.685	.742	.620
	11	.455	.758	.474	.607
	12	.407	.635	.691	.733
	13	.778	.652	.902	.820
	14	.531	.862	.732	.800
	15	.511	.627	.515	.640
	16	.586	.435	.557	.600
	17	.413	.343	.392	.247
	18	.589	.664	.660	.753
	19	.669	.382	.495	.387
	20	.687	.665	.850	.867
C	21	.337	-.273	.680	.433
	22	.308	.116	.670	.740
	23	.525	.554	.873	.967
	24	.349	.305	.567	.633
	25	.475	.222	.802	.773

Item		Biserial Correlation Coefficient		Proportion Who Passed Item	
		Pre-Test	Final Form	Pre-Test	Final Form
D	26	.449	.384	.639	.740
	27	.627	.758	.873	.840
	28	.714	.822	.841	.780
	29	.658	.479	.809	.787
	30	.573	.517	.755	.620
	31	.305	.280	.784	.840
	32	.360	.542	.670	.613
E	33	.424	.577	.866	.873
	34	.692	.621	.841	.733
	35	.450	.374	.732	.827
	36	.348	.669	.763	.920
	37	.454	.411	.495	.327
	38	.615	.678	.742	.813
	39	.780	.652	.833	.780
	40	.416	.263	.753	.900
	41	.689	.640	.567	.660
	42	.624	.192	.817	.780
	43	.340	.555	.515	.593
	44	.661	.825	.802	.927
	45	.317	.394	.474	.400
	46	.475	.520	.639	.667
F	47	.494	.625	.810	.500
	48	.608	.649	.810	.553
	49	.532	.145	.810	.467
	50	.517	.316	.659	.647

3. CONCLUSIONS

Three listening comprehension tests to be administered via TV to fifth graders in their first year of Spanish instruction were developed. Recommendations of experts in modern language teaching and evaluation were followed in the development, and content analysis of the televised Spanish instructional series was made to assure complete coverage of material presented. Rather extensive pre-testing was employed so that satisfactory validity, reliability, discrimination, range of difficulty, and frequency distribution of scores could be achieved.

Table 4 briefly summarizes the tests in terms of average biserial correlation coefficient between each item and total score (the measure of discrimination), average proportion of pupils who answered each item correctly, and split-half reliability (with Spearman-Brown correction).

TABLE 4.

DISCRIMINATION, DIFFICULTY,
AND RELIABILITY OF THREE TESTS

Test	Average Biserial Correlation Coefficient	Average Proportion Who Passed Each Item	Reliability
First Semester Mid-Term	.439	.630	.834
First Semester Final	.540	.720	.899
Second Semester Final	.520	.694	.881

The figures in Table 4 indicate that each test was satisfactory, though both finals were slightly better in terms of discrimination and reliability than the mid-term. Also, the finals were closer to the desired average grade

of 70 per cent.

Generally, two types of items were used. The first had pictures on the pupil's answer sheet, and the pupil responded by matching a picture to a statement spoken by the television instructor. The second type of item required choosing one of two possible alternatives (true or false, 1 or 2) to judge a statement or statements spoken by the instructor. In each test the picture items had substantially higher average biserial correlation coefficients than did the others.

The method employed in building these listening comprehension tests, i.e., careful and detailed analysis of course content, exact specification of course objectives, and extensive pre-testing, seems necessary to develop good measuring instruments for elementary school foreign language instruction. The experience in Denver has shown that, although considerable effort is required, good measuring devices can be developed.

APPENDIX A

ANALYSIS OF CONTENT OF THE FIRST SEMESTER'S TELEVISION LESSONS

CONTENT ANALYSIS OF THE FIRST SEMESTER'S TELEVISION LESSONS

Lexical Item	Introduced In Lesson	Number of Lessons in Which It was Emphasized
	NOUNS	
Adiós	6	2
agua	37	2
alcoba	30	4
alumna	43	2
alumno	13	7
americano	23	2
amigas	1	5
amiguitos	32	2
amigos	2	12
Antonio	3	3
árbol	Christmas	1
artículos	24	3
banco	41	2
bandera	25	4
baño	38	3
béisbol	20	2
blusa	28	2
boca	17	7
brazos	17	5
bruja	Halloween	3
buho	Halloween	2
cabello	17	5
cabeza	17	3
café	25	10
calabaza	Halloween	2
calcetín	23	3
cama	37	4
camisa	22	5
candela	4	2
carabelas	Columbus	2
cara	21	4
carne	11	2
casa	30	7
Catalina	6	2
coro	45	2
chili	26	3
chocolate	35	3
ciertos	21	2
cinco	4	5
cinto	23	3
clase	1	9
cocina	30	6
color	25	4
comedor	30	6
comida	11	5
conversación	36	4

Lexical Item	Introduced In Lesson	Number of Lessons in Which It was Emphasized
	NOUNS	
corbata	22	5
cosas	35	3
Cristóbal Colón	13	2
cuarto & cuartos	30	8
cuarto de baño	30	4
cuarto del niño	30	3
cuatro	4	6
cuchara	[illegible]	2
cuchillo	35	2
cuello	18	2
cuerpo	17	4
dedos	17	3
día	20	4
días	1	6
dientes	21	3
diez	20	2
dormitorio	37	2
dos	4	9
dulce	Halloween	3
escuela	44	3
Estados Unidos	Christmas	3
estufa	33	4
exterior	30	3
familia	5	19
fiestas	Christmas	3
gato	Halloween	2
globo	45	2
gorra	28	2
gracias	1	9
gusto	5	4
hija	8	10
hijo	8	11
interior	30	2
José	11	3
joven	2	7
juego	20	4
lápiz	20	2
lección	8	9
lechuga	26	3
libro	1	3
Lupe	8	2
madre	8	2
mamá	8	14
manos	17	8
manzana	27	2
mañana	3	6
María	8	4

Lexical Item	Introduced In Lesson	Number of Lessons in Which It was Emphasized
	NOUNS	
máscara	Halloween	2
mesa	33	4
mesita	31	5
mexicano	22	2
momento	4	3
muchachas	39	2
muchachos	39	2
muebles	41	2
nada	11	3
nacimiento	Christmas	2
nariz	17	5
Navidad	Christmas	2
nene	10	7
niña	8	3
niñito	5	2
niño	8	6
niños	20	6
noche	4	4
nueve	20	2
número	5	5
ocho	20	2
ojos	17	6
órdenes	31	3
orejas	18	4
padre	8	3
pantalones	23	6
pan	11	2
papá	8	16
papel	27	2
partes	17	4
patio	32	2
pelo	17	6
Pepe	11	2
permiso	4	2
personas	10	6
piano	41	2
piernas	18	4
pies	18	3
pizarra	44	3
platito	34	2
plato	34	5
por favor	1	12
profesor	1	9
profesora	14	2
puerta	30	2
recámara	30	3
refrigerador	30	3
regalo	Christmas	2
ropa	22	6
saco	24	3
sala	6	10
seis	20	4
señor	2	11
señora	4	7
señorita	2	11
servilleta	35	4
silla	31	6
sobretodo	24	3
sofá	31	4
sombrero	22	7
sopa	35	2
tarde	3	7
taza	34	5
teléfono	36	4
televisión	13	8
tenedor	35	3
tiza	44	3
toalla	39	2
tocador	38	3
todos	3	6
traje	27	4
tres	4	7
uno	4	6
vaso	35	4
ventana	30	5
vestido	24	4
vez	3	5
vista	2	4
vocabulario	45	2
voz	2	2
zapato	23	4
	VERBS	
abra	29	3
abran	29	2
abrir	29	2
abro	18	4
aparece	20	2
apunte	2	3
apunten	6	2
bailar	Christmas	2
bebe	10	3
beben	35	3
bebo	35	4
cantan	Christmas	2
cantar	Christmas	2
cerramos	29	2
cerrar	29	2
cierra	29	2
cierran	29	2

Lexical Item	Introduced In Lesson	Number of Lessons in Which It was Emphasized
	VERBS	
cierro	18	5
come	17	3
comemos	42	2
comen	Christmas	3
comer	42	2
comiendo	11	5
como	1	18
comprenden	2	2
contar	22	2
decimos	42	2
decir	42	2
deme	20	4
desea	42	3
deseamos	42	3
desean	42	3
desear	42	2
deseo	24	4
dice	4	5
dicen	42	2
dígame	6	4
digo	42	2
dormir	42	2
dormimos	42	2
duerme	20	3
duermen	42	2
duermo	30	3
durmiendo	20	2
entra	29	2
entramos	29	2
entran	29	2
entrar	29	2
entre	30	2
entro	29	2
es	1	44
escribir	20	2
escribo	44	3
escuche	1	3
escuchen	1	3
está	1	39
estamos	16	3
están	2	16
estar	16	2
estás	17	5
estoy	2	7
estudia	42	2
estudiamos	42	2
estudian	18	3
estudio	42	2

Lexical Item	Introduced In Lesson	Number of Lessons in Which It was Emphasized
	VERBS	
habla	7	4
hablamos	7	2
hablan	7	2
hablando	20	2
hablar	2	4
hablas	20	2
hablo	7	5
hace	42	2
hacemos	42	2
hacen	42	2
hacer	20	3
haciendo	11	3
hago	42	2
hay	9	11
ir	16	2
juega	29	2
juegan	20	3
jugamos	29	2
jugar	21	3
lavo	38	3
levanta	16	2
levantamos	16	2
levantan	16	2
levantar	16	2
levanten	43	2
levántense	43	2
levántese	2	4
levanto	16	4
llama	2	11
mira	13	5
miramos	16	2
miran	16	2
mirando	13	6
mirar	16	2
miro	13	6
pasa	29	2
pasamos	29	2
pasan	29	2
pasar	29	4
pase	4	4
pasen	4	5
paso	29	2
peino	18	4
pintar	41	2
pone	23	4
ponemos	29	2
ponen	29	2
poner	29	2
pongan	35	2
pongo	22	6

Lexical Item	Introduced In Lesson	Number of Lessons in Which It was Emphasized
VERBS		
quita	29	2
quitamos	29	2
quitan	29	2
quitar	29	2
quito	22	4
repasar	6	2
repita	1	3
repitan	1	6
rompe	Christmas	2
seco	38	3
sentado	33	2
sentamos	16	2
sentar	16	2
ser	16	2
siénta	16	3
siéntan	16	3
siente	20	2
siéntese	2	5
siento	16	5
somos	16	4
son	8	15
soy	2	9
tenemos	15	4
tener	42	2
tengo	19	21
tiene	18	14
tienen	39	4
toca	29	2
tocamos	29	2
tocan	29	2
tocar	29	2
toco	29	3
trabaja	33	2
usa	23	4
usamos	42	2
usan	42	2
usar	42	2
uso	23	3
va	16	2
vamos	2	13
van	16	2
vas	20	2
ve	16	2
vemos	16	2
ven	16	2
venga	6	5
vengo	16	2
venimos	16	2
venir	16	2
veo	16	3
ver	2	5

Lexical Item	Introduced In Lesson	Number of Lessons in Which It was Emphasized
VERBS		
viene	16	2
vienen	16	3
visitar	32	2
visto	25	2
vive	30	3
viven	32	2
vivo	30	3
voy	16	7
PRONOUNS		
ella	9	4
me	2	11
mi	3	23
mía	12	2
mis	5	6
qué	6	12
quién	3	11
quiénes	10	3
se	3	15
su	4	10
sus	26	4
suya	17	3
tu	20	2
usted	1	20
ustedes	1	10
yo	2	36
ADVERBS		
acá	6	5
ahora	14	2
allí	4	2
aquí	1	17
así	2	3
bien	1	11
cuántas	10	6
dónde	1	6
hoy	45	4
juntos	3	12
más	4	4
menos	7	2
muy	1	12
no	2	9
presente	44	2
sí	20	5
también	11	6
ADJECTIVES		
alegre	2	2
alta	1	3

Lexical Item	Introduced In Lesson	Number of Lessons in Which It was Emphasized
ADJECTIVES		
azul	25	5
blanca	38	2
blanco	25	4
bonito	24	4
bueno	1	9
cien	21	2
corto	35	2
difícil	2	3
este	1	36
estos	17	7
extraños	Halloween	2
fea	Halloween	2
femenino	8	2
grande	19	11
inteligente	7	3
interesante	20	2
larga	18	2
linda	Christmas	2
lindo	Christmas	2
lista	44	3
masculino	8	2
mucho	5	5
muchas	40	2
negro	25	6
nuevo	45	2
otra	3	5
pequeña	35	2
pequeño	8	4
rojo	25	5
tal	10	2
un	4	11
una	4	15
verdad	2	5
verde	26	3
PREPOSITIONS		
al	20	2
con	1	14
de	5	31
del	9	10
en	3	25
para	24	3
por	3	9
CONJUNCTIONS		
o	11	4
y	1	22
INTERJECTIONS		
hola	6	5
oh	2	3

APPENDIX B

THE FIRST SEMESTER MID-TERM TEST

HABLO ESPAÑOL ©

LEVEL I SPANISH TEST

TEST NUMBER ONE

Part I

In Section A I will make three statements about each picture. One statement, and only one, will be the correct statement for that picture. You will mark your answer by drawing a circle around the "A", "B", or "C", whichever you believe to be the correct answer.

Look at the picture for Example 0 and listen carefully to all three statements.

A. El hijo se pone la camisa.

B. La hija se pone la blusa.

C. Ninguno -- ninguno means neither.

I'll read them once more.

A. El hijo se pone la camisa.

B. La hija se pone la blusa.

C. Ninguno -- (remember that ninguno means neither).

Now circle the "A", the "B", or the "C", whichever you think best describes the picture.....That's right, "B" is correct (La hija se pone la blusa) for Example 0. Remember, if "A" or "B" does not describe the picture, you will circle the "C" to show that neither statement "A" or "B" was correct.

Listen carefully! I will say each statement twice.

Number 1	(A) Es el dedo.	(B) Son los dedos.	(C) Ninguno
Number 2	(A) Son las manos.	(B) Es la mano.	(C) Ninguno
Number 3	(A) Es un niño.	(B) Es una niña.	(C) Ninguno
Number 4	(A) La madre usa un sombrero blanco.	(B) La madre usa un sombrero negro.	(C) Ninguno
Number 5	(A) Es un cinto.	(B) Es un vestido.	(C) Ninguno
Number 6	(A) Pepe mira la televisión.	(B) Pepe come.	(C) Ninguno
Number 7	(A) Es la cabeza.	(B) Es la cara.	(C) Ninguno
Number 8	(A) La clase levanta las manos.	(B) La clase estudia.	(C) Ninguno
Number 9	(A) El pie es grande.	(B) La pierna es grande.	(C) Ninguno
Number 10	(A) Es una señorita.	(B) Es una señora.	(C) Ninguno
Number 11	(A) Es una falda.	(B) Es una corbata.	(C) Ninguno
Number 12	(A) El nene abre los ojos.	(B) El nene juega.	(C) Ninguno
Number 13	(A) La camisa es blanca.	(B) La blusa es negra.	(C) Ninguno
Number 14	(A) Es una camisa.	(B) Es una corbata.	(C) Ninguno
Number 15	(A) Tiene una mano.	(B) Tiene dos manos.	(C) Ninguno

Number 16 (A) La señorita habla. (B) La señorita se viste. (C) Ninguno

Now let's look at Section B.
In this section I will say each statement twice. If the statement is correct, (good Spanish) circle the "sí." If it is incorrect, (poor Spanish) circle "no." Let's do Example 0 of Section B together. "Esta es la madre." Sí o no? Sí, the statement was correct. If I had said "Esta es el madre," it would have been wrong, wouldn't it? So for Example 0 you should have circled "sí" because the statement was correct (or good Spanish). Now let's do Section B. Listen carefully, I will say each statement twice!

Number 1. Esta es la profesora.
Number 2. Esta es el señora.
Number 3. Esta es el niña.
Number 4. Esta es la padre.
Number 5. Esta es la cara.
Number 6. Este es el amigo.
Number 7. Este es el blusa.
Number 8. Estos son los calcetines.

PART II

In Section C I will read a sentence and you must decide which of the three pictures the sentence describes. Remember, the sentence must describe what you can actually see in the picture.
Let's do Example 0 together. Look at the pictures next to Example 0 at the top of the page. "A" shows a little girl wearing a dress. "B" shows a woman wearing a dress. "C" shows a little girl wearing a skirt and blouse. Now listen to the sentence:

"La niña usa una blusa y una falda."

Which picture does the sentence describe?

Sí, picture "C" is correct -- the picture of a girl wearing a blouse and skirt. Each of you should have circled the "C". If you didn't have it circled, circle the "C" in Example 0 now.
Listen carefully! I will read each statement twice.

Number 1. La niña tiene una blusa en la mano.
Number 2. La camisa es blanca.

Number 3. Juan abre la ventana.
Number 4. El joven y sus amigos están en la clase.
Number 5. El niño tiene dos orejas.
Number 6. El joven levanta los brazos.
Number 7. La familia está comiendo.
Number 8. El nene cierra los ojos.
Number 9. El niño tiene dos piernas.
Number 10. La niña cierra la puerta.
Number 11. Hablamos con la boca.
Number 12. María usa una blusa.

Now turn to page 3 and find Section D.
In this section I will say a sentence that requires a response, and then I will give a response. You must then decide if the statement or answer I gave in response is correct.
Now here's Example 0 of Section D to give you the idea.

"¿Cómo está usted?"....."Así, así."

Is "Así, así" a correct answer for "¿Cómo está usted?" Yes, so you would circle the sí in Example 0.
Now let's complete Section D. Listen carefully.....I will say each statement twice.

Number 1.	Cierre la puerta.	Abro la ventana.
Number 2.	¿Cómo está la familia?	Muy bien, gracias.
Number 3.	Ud. habla español muy bien.	Gracias, Juan.
Number 4.	Levántese Ud.	Me levanto.
Number 5.	¿Cómo se llama usted?	Bien gracias y usted?

Now find Section E in the upper right hand quarter of the page.
In Section E I will show you a picture and will say a sentence in Spanish. If what I say tells what is in the picture, circle "sí." If it does not tell what is in the picture, circle "no."
Let's do Example 0 together (Hold up picture of clothing). "Estos son artículos de ropa." sí or no? Yes, the picture shows "artículos de ropa" so you should circle the sí in Example 0. I will say each sentence twice; Look at the picture carefully.

Number 1. Esta es la profesora. (Picture of male professor)
Number 2. Este es un cinto. (Picture of tie)
Number 3. Esta es una blusa. (Picture of a shirt)
Number 4. Esta es la cabeza. (Picture of an arm)
Now let's look at Section F in the lower left hand part of the page. In this section I will make two statements, one statement will be right and one will be wrong. If the first sounds right to you, circle the number one. If the second one sounds right, circle the number two.
Here is Example 0:
Statement 1 "La niña como." Statement 2 "La niña come."
Which of these sounds correct? Right, the second one, "La niña come," so you should circle the 2 in Example 0.
In this section I will not repeat---I will say each statement once only.
Statement 1 La niña se llama Maria. Statement 2 La niña me llamo María.
Statement 1 Pepe se visten. Statement 2 Pepe se viste.

Now let's look at Section G, the last part of the test. In section G I will give you a sentence and you are to determine if the sentence is correct or if it has a word with a wrong ending. If it is correct as given, mark "sí", but if the sentence is not given correctly, mark "no."
Let's do Example 0 in section G. "La casa es pardo." sí or no? No, pardo should have been parda, so since an ending was wrong you mark "No" to show the mistake. Listen carefully, I will say each sentence twice.

Number 1. La camisa es blanco.
Number 2. El vestido es azul.
Number 3. La falda es rojo.

Copyright 1960 By
The Denver Public Schools

LEVEL I SPANISH TEST ©

Part 1 - December 7, 1960

Name _____ School _____

Spanish Teacher _____

Section A

Example 0. A B C

1. A B C

2. A B C

3. A B C

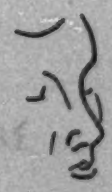
4. A B C

5. A B C

6. A B C

7. A B C

8. A B C

9.  A B C

10. A B C

11. A B C

12. A B C

13. A B C

14. A B C

15. A B C

16. A B C

Section B

Example 0. Sí No

1. Sí No

2. Sí No

3. Sí No

4. Sí No

5. Sí No

6. Sí No

7. Sí No

8. Sí No

Copyright 1960 By
The Denver Public Schools

LEVEL I SPANISH TEST ©

PART 2 - December 9, 1960

Name_____ School_____

Spanish Teacher_____

Section C

Example O.

A

B

C

1.

A

B

C

2.

A

B

C

3.

A

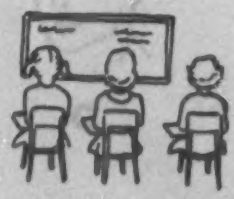
B

C

4.

A

B



C

5.

A

B

C

©

6.

A

B

C

7.

A

B

C

8.

A

B

C

9.

A

B

C

10.

A

B

C

11.

A

B

C

12.

A

B

C

Section D

Example	0.	Sí	No
	1.	Sí	No
	2.	Sí	No
	3.	Sí	No
	4.	Sí	No
	5.	Sí	No

Section E

Example	0.	Sí	No
	1.	Sí	No
	2.	Sí	No
	3.	Sí	No
	4.	Sí	No

Section F

Example	0.	1	2
	1.	1	2
	2.	1	2

Section G

Example	0.	Sí	No
	1.	Sí	No
	2.	Sí	No
	3.	Sí	No

Copyright 1960 By
The Denver Public Schools

APPENDIX C

THE FIRST SEMESTER FINAL TEST

HABLO ESPAÑOL ©

LEVEL I SPANISH TEST

TEST NUMBER TWO

Part I

In Section A I will make three statements about each picture. One statement, and only one, will be the correct statement for that picture. You will mark your answer by drawing a circle around the "A", "B", or "C", whichever you believe to be the correct answer. Let's work Example 0 (at the top of the page) together. Look at the picture for Example 0 and listen carefully to all three statements.

A. El padre come.
B. La madre come.
C. Ninguno -- ninguno means neither

I'll read them once more.

A. El padre come.
B. La madre come.
C. Ninguno -- (remember that ninguno means neither)

Now circle the "A", the "B", or the "C", whichever you think best describes the picture.....that's right, "A" is correct (El padre come) for Example 0. Remember, if "A" or "B" does not describe the picture, you will circle the "C" to show that neither statement "A" or "B" was correct.

Listen carefully, I will say each statement twice.

Section A.

1. a. La mano tiene cinco dedos.
   b. La mano tiene dos dedos.
   c. Ninguno.
2. a. Es la nariz.
   b. Es la boca.
   c. Ninguno.
3. a. La madre usa un sombrero blanco.
   b. La madre usa un sombrero negro.
   c. Ninguno.
4. a. Es una camisa.
   b. Es una corbata.
   c. Ninguno.

5. a. Es un niño.
   b. Es una niña.
   c. Ninguno.
6. a. Es una falda.
   b. Es una corbata.
   c. Ninguno.
7. a. Es un cinto.
   b. Es un vestido.
   c. Ninguno.
8. a. El pie es grande.
   b. La pierna es grande.
   c. Ninguno.
9. a. La camisa es blanca.
   b. La blusa es negra.
   c. Ninguno.
10. a. La señorita habla.
    b. La señorita se viste.
    c. Ninguno.
11. a. Es una señorita.
    b. Es una señora.
    c. Ninguno.
12. a. Es el dedo.
    b. Son los dedos.
    c. Ninguno.

Now look at Section B. In Section B I will read a sentence and you must decide which of the three pictures the sentence describes. Remember, the sentence must describe what you can actually see in the picture.

Let's do Example 0 together. Look at the picture next to Example 0 near the top of page 2. "A" shows a family of five. "B" shows five boys talking together. "C" shows five girls talking together. Now listen to this sentence: "En esta familia hay cinco personas." Which picture does the sentence describe? Yes, picture "A" is correct -- the picture of a family of five.

Listen carefully, I will read each statement twice!

Section B.

13. La niña usa una blusa y una falda.
14. Las zapatos son negros.
15. El padre se pone zapatos.
16. El hijo estudia.
17. La familia está comiendo.
18. La camisa es blanca.
19. El joven levanta los brazos.
20. La niña tiene una blusa en la mano.
21. El niño tiene dos orejas.
22. Habla con la boca.
23. El niño tiene dos piernas.
24. Juan abre la ventana.
25. María usa una blusa.

PART II

In Section C I will read a sentence and you must decide which of the four pictures the sentence describes. Remember, the sentence must describe what you can actually see in the picture.

Let's do Example O of Section C together. Look at the picture next to Example O at the top of the page. "A" shows a boy using a knife. "B" shows a boy using a fork. "C" shows a boy using a spoon, and "D" shows him wiping his mouth with a napkin.

Now listen to the sentence: "El niño usa una cuchara."

Which picture does the sentence describe?

Yes, picture "C" is correct -- the picture of a boy using a spoon.

Listen carefully, I will read each statement twice!

Section C.

26. Hay una mesa y seis sillas en este cuarto.
27. La familia está en la sala.
28. El niño habla por teléfono con su amigo.
29. El niño usa un vaso para beber.
30. En este cuarto duermo.
31. En este cuarto come la familia.
32. La madre se lava las manos en la cocina.
33. La madre cierra la ventana.

34. La niña se lava la cara.
35. El nene tiene un cuchillo en la mano.

Now look at Section D. I will say each statement twice. If the statement is correct (good Spanish), circle the "si." If it is incorrect (poor Spanish), circle the "no."
Let's do Example O of Section D together. "Esta es el cabeza." Sí o no? No, the statement is not correct. If I had said "Esta es la cabeza" it would have been correct, wouldn't it?
Now let's do Section D together. Listen carefully, I will say each statement twice.

Section D.

36.	Este es el hijo.	sí	no
37.	Esta es la silla.	sí	no
38.	Esta es la servilleta.	sí	no
39.	Esta es el cuchara.	sí	no
40.	Este es el vaso.	sí	no
41.	Este es la comedor.	sí	no
42.	Hablamos con el boca.	sí	no
43.	Esta es la cara.	sí	no
44.	Este es el blusa.	sí	no

Now look at Section E -- the last section of the test.
In this section I will show you a picture and will say a sentence in Spanish. If what I say tells what is in the picture, circle "sí." If it does not tell what is in the picture, circle "no."
Let's do Example O together. (Hold up a picture of a spoon.)
"Esta es un tenedor." Sí o no? No, the picture shows una cuchara, no un tenedor, so you should circle "no" for Example O. I will say each sentence twice. Look at each picture carefully.

Section E.

45.	Esta es la cabeza.	(Picture of arm)	sí	no
46.	Esta es una blusa.	(Picture of skirt)	sí	no
47.	Este cuarto es la sala.	(Picture of living room)	sí	no
48.	Esta es una puerta.	(Picture of door)	sí	no
49.	Esta es una mesita.	(Picture of a night table)	sí	no
50.	Esta es la profesora.	(Picture of male professor)	sí	no

Copyright 1961 By
The Denver Public Schools

LEVEL I SPANISH TEST ©

Part 1 - January 23, 1961

Name_____ School_____

Spanish Teacher_____

Section A

Example 0. A B C

---

1 A B C

2 A B C

3 A B C

4 A B C

5 A B C

6 A B C

7 A B C

8 A B C

9 A B C

10 A B C

11 A B C

12 A B C

Section B

Example O.
A

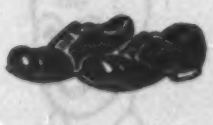
B

C

13
A

B

C

14 
A

B

C

15
A

B

C

16
A

B

C

17
A

B

C

18

A

B

C

19

A

B

C

20

A

B

C

21

A

B

C

22

A

B

C

23

A

B

C

24

A

B

C

25

A

B

C

Copyright 1961
By The
Denver Public Schools

LEVEL I SPANISH TEST®

PART 2 - January 25, 1961

Name_____ School_____

Spanish Teacher_____

Section C

Example 0.

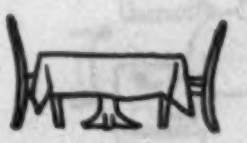
A

B

C

D

26



A

B

C

D

27

A

B

C

D

28

A

B

C

D

29

A

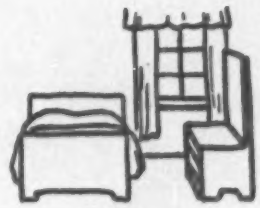
B

C

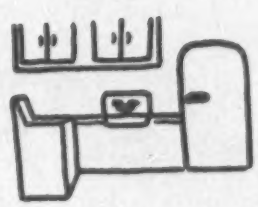
D

30

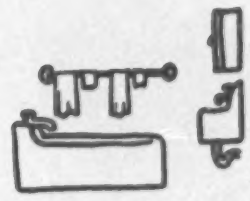
A



B

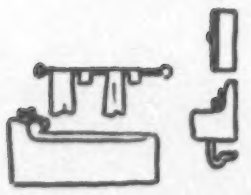


C

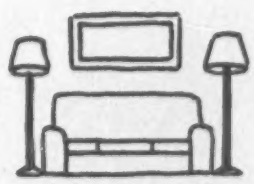


D

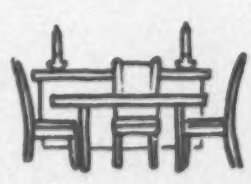
31



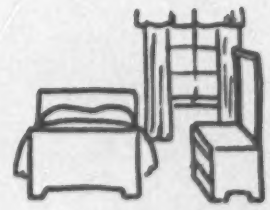
A



B



C



D

32

A

B

C

D

33

A

B

C

D

34

A

B

C

D

35

A

B

C

D

Section D

Example 0. Sí No

36. Sí No

37. Sí No

38. Sí No

39. Sí No

40. Sí No

41. Sí No

42. Sí No

43. Sí No

44. Sí No

Section E

Example 0. Sí No

45. Sí No

46. Sí No

47. Sí No

48. Sí No

49. Sí No

50. Sí No

Copyright 1961 By
The Denver Public Schools

APPENDIX D

THE SECOND SEMESTER FINAL TEST

HABLO ESPAÑOL ©

LEVEL I SPANISH TEST

TEST NUMBER THREE

Part I

In Section A I will read a sentence and you must decide which of the three pictures the sentence describes. Remember, the sentence must describe what you can actually see in the picture.

Look at the pictures next to Example O. "A" shows 12:15. "B" shows 12:45. "C" shows 2:15. Now listen to this sentence: "Son las doce y quince." Which picture does the sentence describe? Yes, picture "A" is correct -- the picture showing 12:15. Each of you should have circled the "A." If you don't have "A" circled, circle the "A" in Example O now.

Listen carefully! I will read each statement twice!

Section A.

1. La niña va a la escuela.
2. Todos los alumnos escriben.
3. Los hijos toman leche para el desayuno.
4. Mamá compra comida para el desayuno.
5. La mamá prepara la comida.
6. La mamá tiene una botella.
7. Los niños van a la escuela.

In Section B I will read a sentence and you must decide which of the four pictures the sentence describes. Remember, the sentence must describe what you can actually see in the picture.

Look at the pictures next to Example O. "A" shows a boy and a girl playing with a ball. "B" shows a boy playing with a ball and a girl jumping rope. "C" shows a boy and a girl reading, and "D" shows a baby playing with blocks. Now listen to the sentence: "Los alumnos juegan con una pelota." Which picture does the sentence describe? Yes, picture "A" is correct -- the picture of a boy and a girl playing with a ball. Each of you should have circled the "A." If you don't have it circled, circle the "A" in Example O now.

Listen carefully! I will read each statement twice!

Section B.

8. El niño escribe en el papel con un lápiz.
9. Papá compra una camisa pequeña para su hijo.
10. La mamá sirve carne.
11. La mamá y los niños preparan el almuerzo.
12. La familia está comiendo en la cocina.
13. La niña mira a un calendario.
14. El vendedor vende ropa.
15. Compra una botella de leche.
16. La familia está cenando en el comedor.
17. Ella tiene una falda corta.
18. Son las tres y media.
19. Es la primavera y hace buen tiempo.
20. El papá compra una corbata y una camisa.

Now look at Section C. In this section I am going to read two statements - one statement is correct, the other one is incorrect. Remember, one statement will be right, one will be wrong. If the first one sounds right to you circle number one. If the second one sounds right circle number two.
Listen to the two sentences for Example O. Number 1: "La alumna lee." Number 2: "La alumna leen." Which statement is correct? Yes, number 1. "La alumna lee." Circle number 1.
Listen carefully for I will say each statement only once.

Section C.

21. 1 Las naranjas está en la tienda.
    2 Las naranjas están en la tienda.
22. 1 La ropa es barata.
    2 La ropa es barato.
23. 1 El alumno escribe en la pizarra.
    2 El alumno escribimos en la pizarra.
24. 1 El padre usa el azúcar.
    2 El padre usamos el azúcar.
25. 1 Muchas personas compra ropa.
    2 Muchas personas compran ropa.

Part II

In Section D I will read a sentence and you must decide which of the three pictures the sentence describes. Remember, the sentence must describe what you can actually see in the picture.

Look at the picture next to Example O. "A" shows a boy playing with a ball and a girl jumping rope. "B" shows a girl looking at a boy holding a book on his head. "C" shows boys playing basketball. Now listen to this sentence: "Los niños juegan juegos." Which picture does the sentence describe? Yes, picture "A" is correct -- the picture showing the children playing two separate games. Each of you should have circled the "A." If you don't have "A" circled, circle the "A" in Example O now.

Listen carefully! I will read each statement twice!

Section D.

26. Los niños cantan canciones.
27. La escuela tiene muchas ventanas.
28. La mamá compra ropa.
29. Ponen platos solamente.
30. El niño está contento.
31. Los alumnos salen de la escuela.
32. Las niñas dan regalos.

In Section E I will make three statements about each picture. One statement, and only one, will be the correct statement for that picture. You will mark your answer by drawing a circle around the "A", "B", or "C", whichever you believe to be the correct answer.

Look at the picture for Example O and listen carefully to all three statements.

A. Es un alumno.
B. Es una alumna.
C. Ninguno (ninguno means neither).

I'll read them once more.

A. Es un alumno.
B. Es una alumna.
C. Ninguno (remember that ninguno means neither).

Now circle the "A", the "B", or the "C", whichever you think best describes the picture ... that's right, "B" is correct ("Es una alumna") for Example O. Remember, if "A" or "B" does not describe the picture, you will circle the "C."

Listen carefully! I will say each statement twice!

Section E.

33. A. Son libros.
    B. Es libro.
    C. Ninguno.
34. A. Es una ventana.
    B. Es una semana.
    C. Ninguno.
35. A. El gato es blanco.
    B. El plato es blanco.
    C. Ninguno.
36. A. El globo está en la mesa.
    B. La bandera está en la mesa.
    C. Ninguno.
37. A. Es el número veinte y uno.
    B. Es un número.
    C. Ninguno.
38. A. Son las ventanas.
    B. Son las puertas.
    C. Ninguno.
39. A. Escribe en el papel.
    B. Escribe en la pizarra.
    C. Ninguno.
40. A. Es nueve.
    B. Es jueves.
    C. Ninguno.
41. A. Es jueves.
    B. Son huevos.
    C. Ninguno.
42. A. Es jugo de tomate.
    B. Es jugo de naranja.
    C. Ninguno.
43. A. La taza es blanca.
    B. La tiza es blanca.
    C. Ninguno.
44. A. Es la bandera.
    B. Es la primavera.
    C. Ninguno.

45. A. Es un veinte.
    B. Hace viento.
    C. Ninguno.
46. A. Hace fresco.
    B. Es un refresco.
    C. Ninguno.

In Section F, I will say each statement twice. If the statement is correct (good Spanish), circle the "Sí." If it is incorrect (poor Spanish), circle the "No."

Let's do Example O of Section F together. "Esta es el escuela." Sí o no? No, the statement is not correct. If I had said "Esta es la escuela" it would have been correct.

So, for Example O of Section F you should have "No" circled. If you don't have "No" circled, do it now.

Section F.

47.	Esta es el sala de clase.	Sí	No
48.	Es la estación de vacaciones.	Sí	No
49.	Las padres compran ropa.	Sí	No
50.	Los huevos son blancos.	Sí	No

Copyright 1961 By
The Denver Public Schools

LEVEL I SPANISH TEST

PART I – MAY 22, 1961

NAME _____ SCHOOL _____

SPANISH TEACHER _____

• • • •

SECTION A

EXAMPLE O

A

B

C

1

A

B

C

2

A

B

C

3

A

B

C

4

A

B

C

5

A

B

C

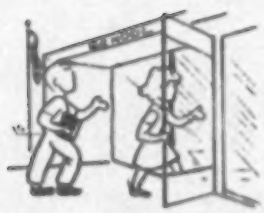
6

A

B

C

7



A

B

C

SECTION B

EXAMPLE O

A

B

C

D

8

A

B

C

D

9

A

B

C

D

10

A

B

C

D

11

A

B

C

D

12

A

B

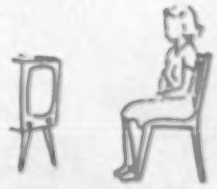
C

D

13

A

B


C

D

14

A

B

C

D

15

A

B

C

D

16

A

B

C

D

17

A

B

C

D

18

A

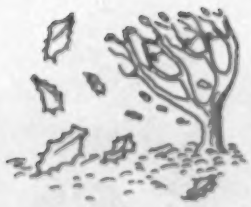
B

C

D

19

A



B

C

D

20

A

B

C

D

. . . . .

SECTION C

EXAMPLE O 1 2

21 1 2

22 1 2

23 1 2

24 1 2

25 1 2

COPYRIGHT 1961 BY THE
DENVER PUBLIC SCHOOLS
DENVER, COLORADO

LEVEL I SPANISH TEST®

PART 2 - MAY 24, 1961

NAME_____ SCHOOL _____

SPANISH TEACHER _____

. . . .

SECTION D

EXAMPLE O

A

B

C

26

A

B

C

27

A

B

C

28

A

B

C

29

A

B

C

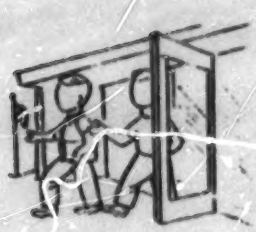
30

A

B

C

31



A

B

C

32

A

B

C

. . . . .

SECTION E

EXAMPLE O

A B C

33

A B C

34

A B C

35

A B C

36

A B C

37 **20** A B C

38 A B C

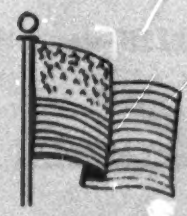
39 A B C

40 **9** A B C

41 A B C

42 A B C

43 A B C

44  A B C

45 A B C

46 A B C

* * * * *

SECTION F

EXAMPLE O Sí No

47 Sí No

48 Sí No

49 Sí No

50 Sí No

COPYRIGHT 1981 BY THE
DENVER PUBLIC SCHOOLS
DENVER, COLORADO

REFERENCES

Andersson, Theodore, Anges Brady, et. al. Foreign Languages in Elementary Schools, Some Questions and Answers. A report of two work conferences sponsored by the Modern Language Association. New York: Modern Language Association, 1954. 21 pp.

Brooks, Nelson. Language and Language Learning. New York: Harcourt, Brade, and Company, 1960. 238 pp.

Guilford, J. P. Psychometric Methods. New York: McGraw-Hill Book Company, Inc. 597 pp.

Huebener, Theodore. How to Teach Foreign Languages Effectively. New York: New York University Press, 1959. 198 pp.

Keesee, Elizabeth. Modern Foreign Languages in the Elementary School. Washington, D.C.: U. S. Department of Health, Education, and Welfare, 1960. 65 pp.

MacRae, Margit W. Teaching Spanish in the Grades. Boston: Houghton Mifflin Company, 1957. 408 pp.

Peloro, Filomena C., Alexander S. Hughes, J. Donald Bowen, et. al. Northeast Conference on Teaching of Foreign Languages. Report of Working Committee III -- Elementary and Junior High School Curricula. 1959. 14 pp.

Selvi, Arthur M., Morton Briggs, Rudolph V. Oblom, et. al. Foreign Languages Grades 7 -- 12. Curriculum Bulletin Series, No. V. Hartford, Connecticut: State Department of Education, 1958. 61 pp.

OTHER WORKS HELPFUL IN COURSE DEFINITION AND TEST CONSTRUCTION

Babcock, Edna E. "Foreign Languages in a Changing Curriculum." Hispania. November 1952, 35. pp. 431-432.

Ellert, E. E. and L. V. Ellert. "Teaching Modern Languages to Elementary School Children." Educational Research Bulletin. January 1953, 32, No. 1. pp. 1-6, 27-28.

Hill, Archibald T. Introduction to Linguistic Structure. New York: Harcourt, Brace and Company, 1958.

Lado, Robert. Linguistics Across Cultures -- Applied Linguistics for Language Teachers. Ann Arbor: University of Michigan Press, 1957.

Metropolitan School Study Council. Some Solutions to Problems Related to the Teaching of Foreign Languages in Elementary Schools. New York: The Council, 1956.

Morris, Charles W. Signs, Language, and Behavior. Englewood Cliffs, N. J.: Prentiss-Hall, Inc., 1946.

O'Connor, Patricia and T. Waddell. Intensive Training For an Oral Approach in Teaching Languages. Washington, D. C.: Modern Language Association Center for Applied Linguistics, 1960.

Stanley, J. C., Jr. "ABC of Test Construction." National Education Association Journal. 47, No. A58. pp. 224-226.

THE AUTHORS

Manuel Andrade is Itinerant Teacher on the Denver-Stanford project staff. He is a native Spanish speaker and taught elementary level Spanish in the Denver Public Schools for five years before joining the project staff.

John L. Hayman, Jr., is director of the Denver-Stanford project for Stanford University and is specifically responsible for research methodology and analysis in the project.

James T. Johnson, Jr., is director of the Denver-Stanford project for the Denver Public Schools and serves as overall coordinator of the project.